



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ful part played by the mediaeval church; the great influence of the Crusades upon the education of the Western European does not seem to be appreciated. In fact the whole book, but particularly the part dealing with the Middle Ages, is lacking in historical perspective. Yet it is far better than most of the existing textbooks in this respect.

The book does not contain much new material, but that is scarcely to be expected in a textbook. The great strength of the author lies in his power of synthesis, and his frequent summaries add to the clearness of the work. The last three or four pages contain an admirable summary, in which the author's thesis that the educational process is to be viewed from the standpoint of individualism is well brought out. One must admire the presentation whether one accepts the writer's view or not. In spite of minor faults, it must be said that no more serviceable textbook in this subject has yet appeared for the use of the college undergraduate and the normal-school student.

JONATHAN F. SCOTT

THE SCHOOL OF EDUCATION
THE UNIVERSITY OF CHICAGO

Das höhere Lehramt in Deutschland und Oesterreich. Ein Beitrag zur vergleichenden Schulgeschichte und zum Schulreform. Von HANS MORSCH. Zweite verbesserte und vermehrte Auflage, mit einem alphabetischen Sach- und Namensregister. Leipzig: Teubner, 1910. Pp. viii+486. M. 12.00.

One rarely finds in a book such a mass of well-ordered information as is found in this discussion of the position of the secondary-school teacher in Germany and Austria. Nor is the work simply a compilation of statistics and regulations, for the author interpolates criticism and suggestion so generously and so well that the significance of the facts presented is clearly seen. The book is a comparative study of the subject in Austria and the twenty-six German states, and everything of importance in connection with the work of the teacher in the higher or secondary schools receives due consideration.

The fundamental assumption underlying the whole treatment is that the secondary-school teacher has a certain fixed honorable position guaranteed by the state, and that he has certain rights and duties which he and others are bound to respect. Before he is permitted to assume this position, however, he must fulfil the conditions prescribed by the state in the form of academic and professional training for his chosen lifework. Having passed his leaving examination from the secondary school and spent at least three years in study at a university, and having passed a satisfactory physical examination, the candidate for the position of teacher in the higher schools is permitted to come up for the state examination (*Staatsexamen*). This includes a general test in the several subjects, and a more difficult examination in three allied subjects which he expects to teach. At least one thesis must be presented also. In Prussia and several other states, the successful candidate must then spend one year (*Seminarjahr*) in combined theoretical study and practical teaching in a teachers' seminar, and an additional year (*Probejahr*) in trial teaching, before he can be certificated as a teacher (*Oberlehrer*). He is usually from twenty-five to thirty years old before

he reaches this point. After certification he may have to wait several years for an appointment, but once he is appointed he becomes a state official and is thenceforth entitled to position and pay, and, after a fixed minimum term of service, to a pension in case he is disabled.

The various factors that enter into the teacher's professional life are described in considerable detail. Among them are the conditions surrounding the academic and professional preparation, the rules governing the internal administration of the higher schools, a list of these schools and the attendance at the same, the rules governing the promotion of pupils, the supervising authorities, both state and provincial, holidays, the rank of the teacher among other state officials, the teacher's hours of service, and his pay and pension.

As an illustration of the comparative view presented in the book, attention may be called to the training of teachers. Austria and all the states of Germany are a unit in requiring of the prospective teacher a state examination following at least three years of university study, but the succeeding period of practical training is different in different states. In Prussia, Braunschweig, Saxe-Weimar, Hesse, and Mecklenburg two years, a *Seminarjahr* and a *Probejahr*, are required; in other German states, among them Baden, Saxony, Bavaria, and Württemberg, only one year is necessary; and in Austria only one year is actually required, but the candidate is encouraged to take at least part of a second year for this purpose. In most cases this practical training is given in gymnasial seminars connected with higher schools; in only three states, Baden, Saxe-Weimar, and Saxony, are these seminars connected with a university.

The author devotes seventy-seven pages to a discussion of the leaving examination (*Reifeprüfung*), which plays so large a part in the educational, social, and professional life of the German people. The purpose of the examination, the composition of the examining board, the possible rejection of the applicant, the oral examination, the written examination, the judging of papers, and exemption from the oral examination are among the phases of the subject treated. To the American reader it is interesting to note that there is considerable difference of opinion as to whether the purpose of the examination is the determination of the fitness of the student to undertake university work or merely the testing of his proficiency in the studies required in the secondary school.

In Germany there are usually five vacations in the course of the year—Easter, Whitsuntide, the long summer vacation (usually about thirty days), Michaelmas, and the Christmas holidays; the total number of days ranging from seventy-seven to ninety-six. Besides these vacation periods there are about a dozen individual holidays. In Austria the vacation days number from sixty-two to eighty-four, with about the same number of isolated holidays as in Germany. The German or Austrian schoolmaster has no vacation long enough to enable him to travel far afield, even if he were disposed to do so.

One of the most interesting sections of the book is that in which the author presents in tabular form a comparative statement showing the position of the teacher and other state officers with reference to status before they enter service, title in service, and social and official rank in service. Nothing else shows so clearly the social, political, and professional setting of the secondary-school teacher. Of scarcely less interest is the table in which is shown his salary, hours of service, and pension schedule. The details of the table cannot be given, but it may be said in general that his salary is equal to that of his

brother state officials, the judges; it starts at a stated minimum amount, and is increased by a stated percentage at stated periods until the maximum is reached; and after a few years of service he or his family is assured of a stated pension in case of his disability or death.

The details of all these regulations and conditions are given for both Germany and Austria, and in such a way as to make interesting reading at any point. Taken as a whole, the book presents by far the most complete and modern description of the secondary schools in these countries with reference to the status and duties of the secondary-school teachers. The first edition (1905) was eminently successful. This new and enlarged edition ranks even higher.

Die Oberrealschule und die Schulreformfragen der Gegenwart. Vortrag in der Festsitzung vom 10. Oktober, 1909, der Hauptversammlung des Vereins zur Förderung des lateinlosen höheren Schulwesens zu Kassel, gehalten von DR. ALEX. WERNICKE. Leipzig: Teubner, 1910. Pp. 40. M. 0.50.

In this address the writer first points out that in its original form the *Oberrealschule* was a technical school, and then discusses its character and function since it has become a school for general education by the substitution of instruction in the modern languages for classical studies. Of 297 cities in Prussia in which there is a complete (nine-year) secondary school, 191 have only the classical *Gymnasium*, with little or no opportunity for modern studies. Between 1898 and 1908 the number of Prussian *Oberrealschulen* increased from 28 to 75, and the number of *Realschulen* from 78 to 171. The graduates of these schools have taken high rank in the universities and the higher technical schools. The *Oberrealschule* meets actual needs now just as the *Gymnasium* met them in the past, when Latin was the language of law, theology, and general culture, and Greek the language of the world's wisdom.

JOHN FRANKLIN BROWN

NEW YORK CITY

Broad Lines in Science Teaching. Edited by F. HODSON. New York: Macmillan, 1910. Pp. xxxvi+267.

This book includes an introduction by Professor M. E. Sadler and twenty-one distinct essays by twenty different authors. Professor Sadler, in his introduction, makes the following very broad and general statement:

"What the classical renaissance was to men of the fifteenth and sixteenth centuries, the scientific movement is to us. It has given a new trend to education. It has changed the outlook of the mind. It has given a new intellectual background to life. It has therefore disturbed the old balance of studies. It has broken down a scholastic monopoly. It has made a new learning indispensable to all professional callings. It demands a new spirit and a new method of teaching. Its claims affect the whole field of education and every grade of school. They involve a revolutionary change."

Each of the authors seems to be inspired with the same zeal for emphasizing the importance of science in educational work. They have directed their remarks chiefly to the science work in the secondary schools, but the